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|  | Key Learning | K-2: Building to Proportional Reasoning | Learning Goals | Consolidation | Possible Activities | Materials |
| Monday | **Intro to BI** | * When it isn't proportional reasoning * additive relationships which will link to multiplication |  |  |  |  |
| Tuesday | **Goal Setting** | * connection to place value |  |  |  |  |
| Tuesday | **Questioning** | * What does it mean when one number is greater than another? (comparing numbers) |  |  |  |  |
| Wednesday | **Parallel Tasks**  **Scaffolding** | * When it isn't proportional reasoning * skip counting |  |  |  |  |
| Thursday | **Open Tasks** | * benchmarks |  |  |  |  |

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|  | Key Learning | 3-6: Focus on Multiplicative Relationships | Learning Goals | Consolidation | Possible Activities | Materials |
| Monday | **Intro to BI** | * broadening perspectives of fractions * models of multiplication |  |  |  |  |
| Tuesday | **Goal Setting** | * Inverse Relationships * connections between additive and multiplicative relationships |  |  |  |  |
| Tuesday | **Questioning** | * Connecting multiplication table to graphs: scale * finding equivalent fractions in the multiplication table |  |  |  |  |
| Wednesday | **Parallel Tasks**  **Scaffolding** | * gap closing for addition |  |  |  |  |
| Thursday | **Open Tasks** | * defining ratios (gr 6) * Part - to - whole relationships |  |  |  |  |

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|  | Key Learning | 7/8: Focus on Ratio and Fractional Relationships | Learning Goals | Consolidation | Possible Activities | Materials |
| Monday | **Intro to BI** | * thinking of fraction as a relationship between numerator and denominator, ratio, comparison |  |  |  |  |
| Tuesday | **Goal Setting** | * Inverse Relationships * fraction, ratio, and percent models |  |  |  |  |
| Tuesday | **Questioning** | * scale diagrams * graph scale |  |  |  |  |
| Wednesday | **Parallel Tasks**  **Scaffolding** | * gap closing for multiplication facts * ratio table |  |  |  |  |
| Thursday | **Open Tasks** | * comparing ratios: introduction to %, unit rate * link between growing patterns and proportional reasoning * informal thinking of rate of change |  |  |  |  |

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|  | Key Learning | 9/10: Focus on Proportional Relationships | Learning Goals | Consolidation | Possible Activities | Materials |
| Monday | **Intro to BI** | * formal thinking of rate of change * reconsidering unit rates |  |  |  |  |
| Tuesday | **Goal Setting** | * Inverse Relationships * building on the models |  |  |  |  |
| Tuesday | **Questioning** | * graph scale * solving problems * solving proportional problems visually * similar triangles * trigonometric ratios |  |  |  |  |
| Wednesday | **Parallel Tasks**  **Scaffolding** | * gap closing for fractions * ratio tables |  |  |  |  |
| Thursday | **Open Tasks** | * link between growing patterns and proportional reasoning |  |  |  |  |

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|  | Key Learning | 11/12: Building Beyond Linearity | Learning Goals | Consolidation | Possible Activities | Materials |
| Monday | **Intro to BI** | * link to current research on building beyond linearity * Rates of Change beyond linear * misconceptions of over-linearizing |  |  |  |  |
| Tuesday | **Goal Setting** | * Inverse Relationships |  |  |  |  |
| Tuesday | **Questioning** | * graph scale * what the graphs look like * why not limits |  |  |  |  |
| Wednesday | **Parallel Tasks**  **Scaffolding** | * gap closing for fractions * gap closing for solving proportions * trigonometric ratios |  |  |  |  |
| Thursday | **Open Tasks** | * misconceptions of over-linearizing * logarithms and exponential functions * trigonometric ratios |  |  |  |  |

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|  | Key Learning | Leaders  (\*Questions to evoke and expose thinking using  *Conversation Starters throughout sessions*) | Learning Goals | Consolidation | Possible Activities | Materials |
| Monday | **Intro to BI** | * Leadership Frameworks (3) * \*Improvement Planning * What does number sense mean * How number integrates teaching/holistically |  |  |  |  |
| Tuesday | **Goal Setting** | * \*Using Data (include activity that focuses on data related to areas of difficulty involving proportional reasoning, Grades 3, 6, 9) * \*Using a Broader Data Base for Decision Making and Monitoring |  |  |  |  |
| Tuesday | **Questioning** | * \*Setting Goals * \*Evidence-based strategies, including DI thru questioning, teaching through problem solving (use proportional reasoning example) * Look fors (Guide, Coaching) * Observations / coaching in breakout sessions |  |  |  |  |
| Wednesday | **Parallel Tasks**  **Scaffolding** | * \*Aligning Resources * \*Creating Collaborative Learning Communities (Actions & Interactions Framework) * \*Using a Broader Data Base for Decision Making and Monitoring * Focus on Assessment (continue with proportional reasoning example; use CASL); use this as a way to connect back to *Using a broader data base for decision making and monitoring* |  |  |  |  |
| Thursday | **Open Tasks** | * planning for change over time * K-12 strategic planning (x-board sharing); connections of Math CAMPPP professional learning to BIP / SIP * Growing Leadership |  |  |  |  |